ART 1 RUBRIC

E GRADUATE PROGRAMS OL COUNSELING

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COMPLETED BY:

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DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 12 POINTS.

PROPOSAL PART I: PROBLEM STATEMENT AND RESEARCH QUESTIONS

											•	THE RESERVE OF THE PARTY OF THE	•	•			(1-2 PACES)	INTRODUCTION AND TITLE		PROPOSAL COMPONENT
				COUNSELING.	COUNTRY OF SCHOOL	WELLIGE OF SCHOOL	REI EVANT TO THE	EVALUATE RESEARCH	TOCRITICALLY	1 I JUDE BST ANDS HOW	I. KNOWI EDGE	E VALUATION	RESEARCH AND	FOUNDATIONS	COUNSELING	PRACTICE SCHOOL	PROFESSIONAL	SECTION III	STANDARD:	STANDARD
Carried in	COMMENTS	topic.	and lacks connection to	situation is not described	literature. Professional	from professional	background information	references some essential	project. Introduction	topic of the Capstone	research relevant to the	to critically evaluate	fails to demonstrate ability	professional literature and	information from	limited background	Introduction provides	topic of the proposal.	I Title does not reflect	NEEDS IMPROVEMENT
• • • • • • • • • • • • • • • • • • • •		,		described and connected	Professional situation is	professional literature.	information from	essential background	Introduction references	Capstone project.	relevant to the topic of the	critically evaluate research	demonstrates ability to	literature and	from professional	background information	contains relevant	proposal. Introduction	-	MEETS EXPECTATIONS
	2		clearly connected to topic.	situation is described and	the topic. Professional	the reader's attention to	literature which catches	from professional	background information	references essential	Introduction effectively	Capstone project.	to the topic of the	evaluate research relevant	strong ability to critically	written and demonstrates	clearly and succinctly	proposal. Introduction is	Title reflects topic of	EXCEEDS EXPECTATIONS

1.1

STATEMENT OF THE PROBLEM (3-4 PAGES)	PROPOSAL COMPONENT
SECTION II PROFESSIONAL IDENTITY: FOUNDATION G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE 8. RESEARCH AND PROGRAM EVALUATION E. USE OF RESEARCH TO INFORM EVIDENCE-BASED PRACTICE	STANDARD
I Purpose statement is not clearly described. The rationale and need for the action research study is not articulated and lacks the critical and thoughtful use of research to back it up the premise of the study. Multiple perspectives (local, regional, and national) are not integrated. There is no clear use of the literature to inform evidence based thinking in relation to the Capstone Project and the problem statement includes less than the minimum of 8 references. COMMENTS COMMENTS	NEEDS IMPROVEMENT
ment is ched. The defirst sentence of section and is stated and study is unced for proposed action houghtful cestablished through the use of research study is established through are trained into the cent on the efferences. 2 Purpose statement is the first sentence of section and is clearly stated and described. Rationale and need for proposed action research study is established through the use of research and reflections multiple perspectives (local, regional, and national). The literature is used to inform evidence based thinking in relation to the Capstone Project and evidence based thinking in relation to the Capstone Project and dearly used to inform evidence based thinking relation to the Capstone Project and includes mothan the minimum of 8 references.	MEETS EXPECTATIONS
the first sentence of section and is clearly stated and described. Rationale and need for proposed action research study is established through the critical and thoughtful use of research and blends multiple perspectives (local, regional, and national) in a logical and succinct manner. The literature is dearly used to inform evidence based thinking in relation to the Capstone Project and includes more than the minimum of 8 references.	EXCEEDS EXPECTATIONS

	RESEARCH QUESTIONS	PROPOSAL COMPONENT
PROFESSION	SECTION II PROFESSIONAL IDENTITY KNOWLEDGE G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE 8. RESEARCH AND PROGRAM E VALUATION A. THE IMPORTANCE OF RESEARCH IN ADVANCING THE	ŜTANDARD
COMMENTS	1 Introductory transition paragraph from the problem statement is not evident. Research questions are not connected to the purpose statement. Questions lack a level of specificity thereby making it difficult to conduct an action research study. Questions are not understood by the reader. Technical aspects of research question are not evident. Key terms are not defined.	NEEDS IMPROVEMENT
	2 Introductory transition paragraph from the problem statement is evident. Research questions are connected to purpose statement. Questions are specific and make it possible to conduct an action research study. Questions are understood by the reader. Technical aspects of research question are evident. Majority of key terms are defined.	MEETS EXPECTATIONS
	paragraph from the problem statement is evident. Research questions are connected to purpose statement using similar language. Questions are specific and make it possible to conduct an action research study that is realistic and feasible. Questions are clearly understood by the reader. Technical aspects of research question are evident. All key terms are defined.	EXCEEDS EXPECTATIONS

	PROPOSAL COMPONENT	STANDARD	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
subheadings are not used in text. Transitions between sections and paragraphs are limited. Sentences are confusing and lack clarity and conciseness. Factual information is not supported by references and inaccurate. Several errors noted including typos, grammar, spelling, and organization. Several organization. Several errors in text. APA style errors in text. COMMENTS: COMMENTS:			1 Headings and	2 Headings provided and	3 Headings provided and
in text. Transitions between sections and paragraphs are limited. Sentences are confusing and lack clarity and conciseness. Factual information is not supported by references and inaccurate. Several errors noted including typos, grammar, spelling, and organization. Several grammar, spelling, and organization. Minor APA grammar, spelling, and organization. Minor APA errors in text. easily fixed. COMMENTS: COMMENTS	ROFESSIONAL AND		subheadings are not used	use of subheadings is	subheadings used in a
Paper is double-spaced, int font between sections and paragraphs are limited. Sentences are confusing and lack clarity and conciseness. Factual information is not supported by references are numbered Project and reflect appropriate APA guidelines handed out in class) Transitions between sections and paragraphs are limited. Sentences are confusing and lack clarity and concise language and information is not supported by references and information is accurate and supported by references. Minor errors noted including typos, grammar, spelling, and organization. Several errors in text. APA guidelines handed out in class) Transitions between sections and paragraphs are limited. Sentences approach concise language and concise language and clearly written. Factual information is accurate and supported by references. Minor errors onted including grammar, spelling, and organization. Several errors in text. APA style errors in text. APA style errors in text that can be easily fixed. COMMENTS COM	ECHNICAL WRITING		in text. Transitions	evident where appropriate.	logical way. Transitions
Paper is double-spaced, int font paragraphs are limited. Sentences are confusing and lack clarity and Crestion of Capstone Project are numbered Project section of Capstone Project are numbered Project are numbered pages are numbered and reflect appropriate APA format (using the APA guidelines handed out in class) meets professional standards for writing including organization, punctuation and clarity of writing.			between sections and	Transitions between	between sections and
It font Length is approximate for section of Capstone Project Project Pages are numbered Citations are consistent and reflect appropriate APA guidelines handed out in class) meets professional standards for writing, including organization, punctuation and clarity of writing. Sentences approach concise language and clearly written. Factual information is accurate and inaccurate. Several errors noted including proported by references. Minor errors and typos noted in organization. Several and organization. Several organization. Minor APA errors in text that can be easily fixed. COMMENTS:	Y N Paper is double-spaced,		paragraphs are limited.	sections and paragraphs	paragraphs evident.
Length is approximate for section of Capstone Project Project Pages are numbered Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) meets professional standards for writing including organization, and clarity of writing. COMMENTS COMM	12 point font		Sentences are confusing	provide in most cases.	Sentences are concise and
Length is approximate for section of Capstone Project Project Pages are numbered Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) meets professional standards for writing including organization, punctuation and clarity of writing. Comments (Comments (APA)	•		and lack clarity and	Sentences approach	clearly written to convey
for section of Capstone Project Project Pages are numbered Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) meets professional standards for writing including organization, punctuation and clarity of writing. for section of Capstone supported by references and information is accurate and supported by references. Minor errors and supported by references. Minor errors in text. Hard can be references. Minor errors in text. Hard can be easily fixed. COMMENTS: CO			conciseness. Factual	concise language and	information in an
Project Supported by references and supported by references and supported by references and supported by references. Minor errors noted in cluding typos, grammar, spelling, and organization. Several APA format (using the APA guidelines handed out in class) meets professional standards for writing including organization, punctuation and clarity of writing. Several errors in text. APA style errors in text. errors in text that can be easily fixed. COMMENTS	for section of Capstone		information is not	clearly written. Factual	economical way.
Pages are numbered Actations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) The pages are numbered and inaccurate. Several supported by references. Minor errors in text. APA style errors in text. APA style errors in text. APA guidelines handed out in class) The pages are numbered and inaccurate. Several supported by references. Minor errors in text. APA style errors in text. APA style errors in text that can be easily fixed. The pages are numbered by references. Minor errors in text. APA style errors in text. APA style errors in text that can be easily fixed. The pages are numbered by references. Minor errors in text. APA style errors in text. APA style errors in text. APA errors in text that can be easily fixed. The pages are numbered by references. Minor errors in text. APA style errors in text. APA errors in text that can be easily fixed. The pages are numbered in typos, grammar, spelling, and typos noted in grammar, spelling, and typos noted in organization. Minor APA errors in text that can be easily fixed. The pages are numbered by references. Minor errors in text. APA style errors in text. APA style errors in text. APA style errors in text. APA errors in text that can be easily fixed.	Project		supported by references	information is accurate	Information is accurate
Pages are numbered Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) meets professional standards for writing including organization, punctuation and clarity of writing. Pages are numbered errors noted including treferences. Minor errors wind typos noted in grammar, spelling, and typos noted in grammar, spelling, and typos noted in grammar, spelling, and typos noted in class. APA style errors in text. errors in text that can be easily fixed. COMMENTS			and inaccurate. Several	and supported by	and supported by
Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) meets professional standards for writing including organization, punctuation and clarity of writing.			errors noted including	references. Minor errors	references. Almost no
Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) The meets professional standards for writing including organization, punctuation and clarity of writing. APA style errors in text. APA errors in text that can be easily fixed. COMMENTS:			typos, grammar, spelling,	and typos noted in	errors and typos noted in
APA style errors in text. organization. Minor APA errors in text that can be easily fixed. COMMENTS: Comment			and organization. Several	grammar, spelling, and	grammar, spelling, and
g the unded comments	and reflect appropriate		Al ² A style errors in text.	organization. Minor APA	organization. Almost no
comments com	APA format (using the			errors in text that can be	Al ^o A errors in text.
ing comments control c	APA guidelines handed			easily fixed.	
ing E. C. C. C. C. L. C. L.	out in class)				
ity	Paper meets professional standards for writing				
punctuation and clarity of writing.	including organization,				
of writing.	punctuation and clarity				
	of writing.				

KEENE STATE COLLEGE GRADUATE PROGRAMS M.E.D IN SCHOOL COUNSELING LITERATURE REVIEW RUBRIC

TUDENT'S NAME/ & ()		DATE
COMPLETED BY:		
KSC FACULTY:	□ PEER	OTHER

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 18 POINTS.

LITERATURE REVIEW

LITERATURE REVIEW FRAMEWORK	LITERATURE REVIEW COMPONENT
SECTION II PROFESSIONAL IDENTITY KNOWLEDGE G. COMMON CORE CURRICULAR EXPERIENCES AND DEMONSTRATED KNOWLEDGE 8. RESEARCH AND PROGRAM EVALUATION A. THE IMPORTANCE OF RESEARCH IN ADVANCING THE COUNSELING PROFESSION	STANDARD
I The framework for the literature demonstrates a minimal understanding of the importance of research to the profession. It is not well thought out nor it is clearly connected to the purpose of the Capstone Project. Significant revisions to the framework are necessary in order to accurately represent the universe of content related to the topic. COMMENTS	NEEDS IMPROVEMENT
literature review demonstrates an understanding of the importance of research to the profession It is well thought out and is clearly connected to the purpose of the Capstone Project. Minor adjustments to the framework are necessary in order to accurately represent the universe of content related to the topic.	MEETS EXPECTATIONS
framework for the re review strates an anding of the unce of research to fession It is well to dearn and is clearly ted to the purpose capstone Project. adjustments to the ork are necessary ro accurately related to the universe of related to the universe of the to the topic.	EXCEEDS EXPECTATIONS

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INTRODUCTION (1-2 PARAGRAPHS)	LITERATURE REVIEW COMPONENT
	STANDARD
1 Introduction does not provide a clear transition from the problem statement and research questions. Although a framework is presented it is unclear and does not match the organization of the literature review. COMMENTS MULL N 22 10 15	NEEDS IMPROVEMENT
Intra ransiti researc emind he foc he foc he frattu tteratu resenti ashior rasanior rasanio	MEETS EXPECTATIONS
on from the transition from the n statement and h questions ling the reader of us for the project. In that matches the ation of the review. Or how the transition from the problem statement and research questions reminding the reader of the focus for the project making a strong connection for the reader. The framework for the literature review is easily understood and presented in a logical fashion that matches the organization of the literature review. Or how the transition from the problem statement and research questions reminding the reader of the focus for the project making a strong connection for the reader. The framework for the literature review is easily understood and presented in a logical fashion that matches the organization of the literature review.	EXCEEDS EXPECTATIONS

NEEDS IMPROVEMENT 1 Evidence of multiple perspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is minimally included in the literature grace, class, ability, gender sisues and the effects of race, class, ability, gender and other areas of oppression is evident. The author provides an overview viewpoints, however it is not comprehensive. PECTS 2 Evidence of multiple community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is integrated into the literature review. An understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author provides an overview viewpoints, however it is not community. environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is integrated into the literature review. An understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author provides an overview of various viewpoints. SUES, COMMENTS COMMENTS A CLUS PA A CLUS		USE OF MULTIPLE PERSPECTIVES	LITERATURE REVIEW COMPONENT
Derspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is integrated into the literature review. An understanding of multicultural counseling issues and the effects of of race, class, ability, gender and other areas of oppression is evident. The author adequately synthesizes perspectives for the reader providing an overview of various viewpoints.	LEVELS, STEREOTYPING, FAMILY, SOCIOECONOMIC STATUS, GENDER AND SEXUAL IDENTITY AND THEIR EFFECTS ON STUDENT ACHIEVEMENT.	SCHOOL COUNSEL STANDARD: DIVERSITY AND ADVOCACY E. KNOWLEDGE 2. IDENTIFIES COMMUNITY, ENVIRONMENTAL AND INSTITUTIONAL OPPORTUNITIES THAT ENHANCE, AS WELL AS BARRIERS THAT IMPEDE THE ACADEMIC, CAREER AND PERSONAL/SOCIAL DEVELOPMENT OF ALL K-12 STUDENTS. 4. UNDERSTANDS MULTICULTURAL COUNSELING ISSUES, AS WELL AS THE EFFECTS OF ABILITY	STANDARD
	1000 X X X X X X X X X X X X X X X X X X	I Evidence of multiple perspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is minimally included in the literature review. A beginning understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author provides an overview viewpoints, however it is not comprehensive.	NEEDS IMPROVEMENT
3 Evidence of multiple perspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/socia development of all k-12 students is fully integrated into the literature review. A developed understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author thoughtfully synthesizes perspectives for the reader providing a comprehensive overview of various viewpoints.	STORY CONTRACTORY OF THE STORY	community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is integrated into the literature review. An understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author adequately synthesizes perspectives for the reader providing an overview of various viewpoints.	7
	A Cocy Dary Samon	perspectives related to community, environmental, and institutional opportunities that enhance, as well as impede the academic, career and personal/social development of all k-12 students is fully integrated into the literature review. A developed understanding of multicultural counseling issues and the effects of race, class, ability, gender and other areas of oppression is evident. The author thoughtfully synthesizes perspectives for the reader providing a comprehensive overview of various viewpoints.	EXCEEDS EXPECTATIONS

INFORMATION SYNTHESIS OF

SCHOOL

STANDARD: PRACTICE OF SCHOOL RELEVANT TO THE **EVALUATE RESEARCH** KNOWLEDGE 1. EVALUATION I. RESEARCH AND COUNSELING COUNSELING. TO CRITICALLY **UNDERSTANDS HOW**

SCHOOL COUNSELING OUTCOME RESEARCH STANDARD: LITERATURE. RESEARCH IDENTIFIED IN THE PRACTICES AS DATA AND BEST EVALUATION I. RESEARCH AND SCHOOL KNOWLEDGE 5. COUNSELING UNDERSTANDS THE

COMMENTS

adequately summarized of information is evident of current methods of evaluate research relevant and no attempt was made of how to critically beginning understanding other information from to compare and contrast integration and synthesis beginning understanding to the school counselor. research fundings and across all sections of the accountability. Minimal decision making and Information was not literature review. using data to inform Author demonstrates Author demonstrates a

an understanding of how support. comparisons among summaries and synthesized and included outcome research and research including to critically evaluate 2 Author demonstrates with multiple reference Themes were identified other information. research findings and from the literature was counselor. Information as relevant to the school research on best practices

clearly identified with sections of the literature and comparisons among well synthesized and as relevant to the school support. multiple reference was consistent across all other information. This included clear summaries from the literature was counselor. Information research on best practices outcome research and research including how to critically evaluate strong understanding of review. Themes were research findings and Author demonstrates a

Mice job w) companion of research

	QUALITY OF REFERENCING	LITERATURE REVIEW COMPONENT
	SCHOOL COUNSELING STANDARD: RESEARCH AND EVALUATION I. KNOWLEDGE 1. UNDERSTANDS HOW TO CRITICALLY EVALUATE RESEARCH RELEVANT TO THE PRACTICE OF SCHOOL COUNSELING.	Standard
COMMENTS & X CC ((;	1 Statements in the literature review are not consistently supported by references and need improvement in demonstrating knowledge of how to critically evaluate research relevant to the practice of school counseling. Use of references to reflect key points and research findings needs improvement. References need more connection to the topic of the literature review section. Needs more references from journal articles and key scholars in the field of study.	NEEDS IMPROVEMENT
Che ex a	2 Statements in the literature review are supported by references and demonstrate knowledge of how to critically evaluate research relevant to the practice of school counseling. Effective use of references to reflect key points and research findings. References show connection to the topic of the literature review section. The majority of references are from journal articles and reflect key scholars in the field of study	MEETS EXPECTATIONS
	Ilterature review are strongly supported by references and demonstrate a strong knowledge of how to critically evaluate research relevant to the practice of school counseling. Overall excellent use of references to reflect key points and research findings. References show clear connection to the topic of the literature review section. The majority of references are from journal articles and reflect key scholars in the field of study.	EXCEEDS EXPECTATIONS

LITERATURE REVIEW - CONTINUED

Y N Overall summary provided at the end of literature review	Y N Citations and reference pages are consistent and reflect APA format	Y N Length is appropriate for the literature review (each section may vary) Y N Pages are numbered	Y N Paper is double-spaced, 12 point font	PROFESSIONAL AND TECHNICAL WRITING	LITERATURE REVIEW COMPONENT
					STANDARD
	COMMENTS	end of each section are minimal. Errors noted include errors in grammar, spelling, organization and APA citations in text.	are weak. Writing lacks clarity and conciseness. Summaries provided at the	1 Limited use of headings and subheadings in text. Transitions between	NEEDS IMPROVEMENT
	organization. Minor APA errors in text that can be easily fixed.	and are clearly written. Summaries provided at the end of each section. Minor errors and typos noted in grammar, spelling, and	Transitions between sections and paragraphs evident. Sentences approach concise language	2 Headings provided and use of subheadings evident where appropriate.	MEETS EXPECTATIONS
	key points in section. No errors noted in grammar, spelling, organization or APA citations.	information in an economical way. Summaries at the end of each section address all	Transitions between sections and paragraphs evident and effective. Sentences are concise and	3 Headings provided and subheadings evident where appropriate.	EXCEEDS EXPECTATIONS

KEENE STATE COLLEGE GRADUATE PROGRAMS M.ED IN SCHOOL COUNSELING PROPOSAL PART 2 RUBBIC

PROPOSAL PART 2 RUBRIC

KSC FACULTY:	COMPLETED BY:	STUDENT'S NAME_
V 1/4 bx (180		
PEER		
OTHER		DATE STRING 2007

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, or 3) FOR A TOTAL OF 21 POINTS.

										(2 PAKAGKAPHS)		INTECRICATION		METHOD COMPONENT	PROPOSAL PART II: METHODS
														STANDARD	
COMMENTS		is not clearly described.	framework is presented, it	proposed research	needed to understand	based on research, and	foundational knowledge,	provide adequate	questions. Does not	statement and research	from the problem	provide a clear transition	1 Introduction does not	NEEDS IMPROVEMENT	
	fashion.	for the method is	methods. The framework	needed to understand	based on research, and	foundational knowledge,	Provides adequate	the focus for the project.	reminding the reader of	research questions,	problem statement and	transition from the	2 Introduction provides a	MEETS EXPECTATIONS	
	is easily understood and presented in a logical fashion.	proposed project. The framework for the method	needed to understand	foundational knowledge, hased on research and	Provides comprehensive	connection for the reader.	and making a strong	the focus for the project	reminding the reader of	research questions,	problem statement and	clear transition from the	3 Introduction provides a	EXCEEDS EXPECTATIONS	

	5	4	Counseling	INCLUDING INFORMED CONSENT
3 5	とう アンバングライン こうしょうしょう アンバングライン こうかんかい こうかんかい こうかん こうかん かいかん こうかん かいかん かいかん かいかん かいかい かいかい かいかい かいかい か	とうなりとき	RELATED TO THE PRACTICE OF SCHOOL	IRB PROCES THAT ARTICULATE LEGAL AND ETHCIAL ISSUES
_		COMMENTS	SPECIFICALLY	OHE ORT IST FOR FILEMENTS IN THE
	letter(s) is appropriate for intended audience.	minimum standards.	ETHICAL AND LEGAL CONSIDERATIONS	Appendix)
	Counseling profession. Quality of writing in	profession. Quality of writing in letter(s) meets	2. UNDERSTANDS	Y N Informed consent
	standards for the School	School Counseling	A KNIOWI EDGE	participants section
	follows ethical and legal	legal standards for the	COUNSELING	Y N Informed consent
	consent letter(s). Letter	Letter follows ethical and	PRACTICE SCHOOL	APPENDIX)
_	requirements are clearly	are addressed in the	PROFESSIONAL	SECTION AND INCLUDE IN
	2)All KSCIRB	1 KSCIRB requirements	SCHOOL COUNSELING	INFORMED CONSENT
T	MANNA VANDON MECAS	Commercial Services		
1	included and described.			
æ	Important features of the	adequately described.		
끈	participants are described.	important features are not		
	and the source of	procedures and other		
5.	proposed research is clear.	work on important details.		
	participants for the	ther		
	targeted number of	are		
	adequate detail. The			
,	are clearly stated with			
<i>,</i> ,	participant characteristics	Characteristics and/or the		
	the following ways:			
_	importance of research in	rch in		OE LING
	understanding of the			SETTING
	demonstrates an	demonstrates a beginning		DEOIECT DARTICIDANTS AND
	7 This section	1 This section	OTTHE	THE THOSE COME CIVETY
	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	STANDARD	METHOD COMPONENT

2

Me reviewed of the training it was !

ACTION RESEARCH, AND OUTCOME-BASED RESEARCH	Y N Each data collection tool PROGRAM is listed and described B. RESEARCH METHODS SUCH AS QUALITATIVE, QUANTITTATIVE, SINGLE-CASE DESIGNS,		Y N Drafts of data collection G. COMMON CORE
COMMENTS COMMEN		to research questions. Drafts of tools and descriptions of the tools do not provide enough detail to the reader. No	action research and outcome based research
tool are described tool was developed Procedures for how collect the data for tool are described.	l es ata	research questions. Drafts of tools are included and ls descriptions of the tools provide enough detail for the reader to understand	
tool was developed. Procedures for how to collect the data for each tool are described.	of the tools provide excellent detail for the reader to understand the purpose of the tool. A resource from the literature is referenced in text to support how the	research questions and organized in a fashion that is easily understood. Detailed drafts of tools are included and descriptions	action research and outcome based research,

	METHOD COMPONENT DATA ANALYSIS Y N Section is organized by each data collection tool
	STANDARD SCHOOL COUNSELING STANDARD SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING RESEARCH AND E VALUATION I. KNOWS CURRENT METHODS OF USING DATA TO INFORM DECISION MAKING AND ACCOUNTABILITY (EG SCHOOL IMPROVEMENT PLAN, SCHOOL REPORT CARD).
bich pich	NEEDS IMPROVEMENT 1 For each data collection tool, a description of how the data will be analyzed, organized, and presented is included in a limited way and/or in a fashion unclear to the reader. Descriptions of the data analysis procedures are not evident for all tools. A statement about the triangulation of data is limited or missing. The knowledge of how to use data to inform profession making and accountability is not clearly evident in this section.
the various del such	MEETS EXPECTATIONS 2 For each data collection tool, a description of how the data will be analyzed, organized, and presented is described. The process described for analysis of the data is adequate. An attempt to describe the triangulation of data is evident. The knowledge of how to use data to inform, professional practice, decision making and accountability is evident in this section
S y Sin Moed	EXCEEDS EXPECTATIONS For each data collection tool, a thorough description of how the data will be analyzed, organized, and presented is described including a description of how data will be coded and how themes will be identified. A description about the triangulation of data is evident. The knowledge of how to use data to inform professional practice, decision making and/or accountability is evident in this section

	TIMELINE
COMMENTS	1 The timeline for the investigation lacks appropriate detail to help with the organization of the project. Key milestones in the project are missing in the timeline.
	2 The timeline for the investigation includes key milestones for the project and includes specific target dates for relevant events.
	investigation includes key milestones for the project and includes specific target dates for relevant events. Additional, specific information is detailed in the timeline.

METHOD - CONTINUED

Y N Overall summary provided at the end of method section	and reflect appropriate APA format (using the APA guidelines handed	Y N Citations are consistent	Y N Pages are numbered	the method (variable depending on project)	Y N Length is appropriate for	Y N Paper is double-spaced, 12 point font	TECHNICAL WRITING	PROFESSIONAL AND	METHOD COMPONENT
									STANDARD
COMMENIA	COMMENTE	citations.	in grammar, spelling, and organization and/or APA	lack clarity and conciseness. Errors noted	paragraphs are limited. Writing is confusing and	in text. Transitions between sections and	subheadings are not used	1 Headings and	NEEDS IMPROVEMENT
	errors in text that can be easily fixed.	grammar, spelling, organization. Minor APA	clearly written. Only minor errors noted in	Sentences approach concise language and are	sections and paragraphs provided in most cases.	evident where appropriate. Transitions between	use of subheadings is	2 Headings provided and	MEETS EXPECTATIONS
		spelling, organization and APA citations.	economical way. Free of errors in grammar,	information in an	paragraphs evident. Sentences are concise and	logical way. Transitions between sections and	subheadings used in a	3 Headings provided and	EXCEEDS EXPECTATIONS

KEENE STATE COLLEGE GRADUATE PROGRAMS M.ED IN SCHOOL COUNSELING

RESULTS AND	KESULTS AND DATA ANALYSIS KUBRIC	y .)
STUDENT'S NAME	Date	90 J. S.	2009
COMPLETED BY:			
□KSCFACULTY: □ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		OTHER	

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, or 3) FOR A TOTAL OF 15 POINTS.

RESULTS AND DATA ANALYSIS

			section, provided for this	Y N Subheading and	(2 PARAGRAPHS)	INTRODUCTION		COMPONENT	RESULTS AND DATA ANALYSIS	RESULTS AND DATA ANALYSIS
									STANDARD	
COMMENTS $\leq \times$ (logical manner.	is not described in a clear	Although a framework for	provide a clear transition	1 Introduction does not		NEEDS IMPROVEMENT	
Sxallan hh		presented in a logical fashion.	project. The framework for the results section is	questions remind the reader of the focus for the	purpose and research	transition from the	2 Introduction provides a 3 Introduction provides		MEETS EXPECTATIONS	
	section is easily understood and presented in a logical fashion.	connection for the reader. The framework for this	focus for the project, making a strong	questions succinctly remind the reader of the	and purpose and research	ar effective transition	3 Introduction provides		EXCEEDS EXPECTATIONS	

	PROJECT PARTICIPANTS AND TOOLS Y N Subheading, "Project Participants and Tools" provided for this section	RESULTS AND DATA ANALYSIS COMPONENT
		STANDARD
oken sign	1 The sample of participants for the study and their connection to the tools is not explicitly described. Description of the tools is not consistent with what was stated in the method section and/or any adjustments made to the procedures or design are not well described. Tools are referenced in the appendix COMMENTS	NEEDS IMPROVEMENT
Court hox	2 The sample of participants for the study and their connection to the tools is evident. Description of the tools is consistent with what was stated in the method section and/or any adjustments made to the procedures or design are described. Tools are referenced in the appendix.	MEETS EXPECTATIONS
	participants for the study and their connection to the tools is clearly stated and evident. Description of the tools is consistent with what was stated in the method section and/or any adjustments made to the procedures or design are carefully described and explained. Tools are referenced in the appendix.	EXCEEDS EXPECTATIONS

RESULTS: ORGANIZATION AND DATA ANALYSIS

Y N Subheading, "Results" provided for this section
Y N Under the subheading of "Results", organized by each tool used or in other logical manner (for example, next level of subheading)

STRATEGIES FOR SECTION II STUDIES. CULTURALLY ETHICAL AND E VALUATION F. **EVALUATION** RESEARCH AND/OR **RESULTS OF** REPORTING THE RELEVANT RESEARCH AND IDENTITY: 8. PROFESSIONAL **PROGRAM** INTERPRETING AND PROGRAM

1 Author does not demonstrate the use of ethically and culturally relevant strategies for interpreting and reporting results. The description of the results is not organized in an easily understood way. A review of how the data was analyzed is nonexistent or does not connect to what is stated in the method section.

2 Author uses ethically and culturally relevant strategies for interpreting and reporting results. The description of the results is organized in an logical manner. A review of how the data was analyzed exists and connects to what was stated in the method section with reference to validity and reliability.

Author uses ethically and culturally relevant strategies for interpreting and reporting results. The description of the results is organized in a logical manner. A review of how the data was analyzed exists and connects to what was stated in the method section.

COMMENTS

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	RESULTS: NARRATIVE AND VISUALS (IF APPROPRIATE) Y N If applicable, graphs or charts of data provided	RESULTS AND DATA ANALYSIS COMPONENT
	SCHOOL COUNSELING STANDARD: RESEARCH AND E VALUATION J. SKILLS/PRACTICE 3. DEMONSTRATES THE ABILITY TO ANALYZE AND USE DATA (E.G. SURVEYS, INTERVIEWS, FOCUS GROUPS, AND NEEDS ASSESSMENTS) TO INCREASE THE EFFECTIVENSS OF SCHOOL COUNSELING PROGRAMS.	STANDARD
COMMENTS TOKATION COMMENTS	1 Narrative descriptions of the findings related to each tool are lacking richness and do not reveal themes and/or data not effectively synthesized. The author demonstrates limited ability to analyze and use data and to apply it to the focus of the study. Visuals are incomplete/ unclear Findings are not described in an objective manner. References to appendices incomplete (e.g., transcripts, tools, etc.).	NEEDS IMPROVEMENT
Takna and antile rout to	of the findings related to each tool are adequate, highlighting major themes and showing synthesis of the data. The author demonstrates the ability to analyze and use data and to apply it to the focus of the study. All visuals are adequately referenced in the narrative (if appropriate, charts, graphs, etc.). Findings are stated in an objective manner and references to appendices are evident (e.g., transcripts, tools, etc.).	MEETS EXPECTATIONS
	of the findings related to each tool are rich, highlighting major themes and showing a strong ability to synthesize the data. The author demonstrates the ability to skillfully analyze and use data and to apply it to the focus of the study. All visuals are expertly crafted and fully referenced in the narrative (if appropriate, charts, graphs, etc are included.). Findings are stated in an objective and manner. References to the appendix are evident in all cases (e.g., transcripts, tools, etc.).	EXCEEDS EXPECTATIONS

Y N Citations are consistent and reflect appropriate APA format (using the APA guidelines handed out in class) Y N Overall summary provided at the end of results section		Y N Length is appropriate for this section (variable depending on project)	Y N Paper is double-spaced, 12 point fout	Professional and Technical Writing	RESULTS AND DATA ANALYSIS COMPONENT
					STANDARD
COMMENTS	provided.	conciseness. Errors noted including in grammar, spelling, and organization. APA style errors in text.	are weak. Sentence structure weak, sentences lack clarity and	1 Headings and subheadings not consistently used in text. Transitions between	NEEDS IMPROVEMENT
	шаю техшь.	errors noted in grammar, spelling, and organization. Almost no APA errors in text. Summary highlights	provided in most cases. Sentences are clearly written. Only minor	2 Headings provided and use of subheadings is evident where appropriate. Transitions between	MEETS EXPECTATIONS
	highlights major results in a succinct manner.	economical way. Almost no errors and typos noted in grammar, spelling, and organization. No APA	Sentences are concise and clearly written to convey information in an	3 Headings provided and subheadings used in a logical way. Transitions between sections and	EXCEEDS EXPECTATIONS

KEENE STATE COLLEGE GRADUATE PROGRAMS M.ED IN SCHOOL COUNSELING SUMMARY AND CONCLUSION RUBRIC

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STUDENT'S NAME) ,) i believe	Date	はなられ、とと
COMPLETED BY:		/ to
□ KSC FACULTY:		OTHER

DIRECTIONS: EXAMINE EACH COMPONENT OF THE PROPOSAL AND THEN PROVIDE AN OVERALL RATING (1, 2, OR 3) FOR A TOTAL OF 21 POINTS.

SUMMARY AND CONCLUSION

	section	"Introduction", provided for this	OCCINE.	SCORE:			(2 PARAGRAPHS)	INTRODUCTION		COMPONENT	SUMMARY AND CONCLUSION
											STANDARD
COMMENTS ALL ALL ALL ALL ALL ALL ALL A	logical manner.	is not described in a	Although a framework for	consistent with what is	not stated or are	of problem statement are	from the results section.	provide a clear transition	1 Introduction does not		NEEDS IMPROVEMENT
Driver of		presented in a logical fashion.	for this section is		the reader of the focus	purpose and overview of problem statement remind	results section and	a transition from the	2 Introduction provides		MEETS EXPECTATIONS
	understood and presented in a logical fashion.	The framework for this section is easily	connection for the reader.	the rationale for the	reader of the focus and	statement remind the	section and purpose and	transition from the results	3) Introduction provides a		EXCEEDS EXPECTATIONS

														***************************************								logical fashion.	subheading, APA) or another	question (next level of	are organized by each research	"Discussion of Results", results	Y N Under the subheading of	of Kesults' provided for this	Y N Subheading, "Discussion		DISCUSSION OF RESULTS			SUMMARY AND CONCLUSION COMPONENT
NEEDS OF STUDENTS	CONGRUENT WITH	CULTURALLY	MODIFIED TO BE	ADAPTED AND	BE DEVELOPED,	AND PRACTICES CAN	POLICIES, PROGRAMS	EDUCATIONAL	THE WAYS IN WHICH	3. UNDERSTANDS	E. KNOWLEDGE	ADVOCACY	DIVERSITY AND	COUNSELING	PRACTICE SCHOOL	PROFESSIONAL	SECTION III	STANDARD	COUNSELING	SCHOOL		ACCOUNTABILITY.	AND	DECISION MAKING	DATA TO INFORM	METHODS OF USING	KNOWS CURRENT	KNOWLEDGE 4.	EVALUATION I.	RESEARCH AND	STANDARD:	COUNSELING	SCHOOL	STANDARD
												COMMENTS					analysis/articulation.	or themes need further	families Patterns, trends,	of students and their	congruent with the needs	in order to be culturally	programs and/or practices	educational policies	beginning understanding	Author demonstrates a	analysis of the results.	reflect a minimal level of	drawn from the data	fashion. Conclusions	questions/in a logical	organized by research	1 This section is not	NEEDS IMPROVEMENT
														results.	stated and supported by	trends, or themes are	families. The patterns,	of students and their	congruent with the needs	in order to be culturally	programs and/or practices	adapt educational policies,	understanding of ways to	demonstrates some	how to use data to inform	that the author knows	results and demonstrate	a critical analysis of the	Conclusions drawn reflect	logical fashion	questions or in another	organized by research	-27 his section is	MEETS EXPECTATIONS
The state of the s												results.	and clearly supported by	comprehensively stated	trends, or themes are	families. The patterns,	of students and their	congruent with the needs	in order to be culturally	programs and/or practices	adapt educational policies,	understanding of ways to	demonstrates an	decision making Author	that the author is skill ul in	results and demonstrate	and critical analysis of the	the data reflect an in depth	Conclusions drawn from	logical fashion.	questions or in another	organized by research	3 This section is	EXCEEDS EXPECTATIONS

	DISCUSSION OF RESULTS: LITERATURE SUPPORT
KNOWLEDGE 1. UNDERSTANDS HOW TO CRITICALLY EVALUATE RESEARCH RELEVANT TO THE PRACTICE OF SCHOOL COUNSELING.	AND THEIR FAMILIES. SCHOOL COUNSELING STANDARD: RESEARCH AND
minimally clarify and interpret the results providing some context for the discussion of the results.	fessional strates Ig w to research.
results providing a context for the discussion of the results.	the professional literature demonstrates author's knowledge of how to critically evaluate research. Author is able to chrift and interpret the
results providing a rich context for the discussion of the results.	3 Use of the professional literature demonstrates author's knowledge of how to critically evaluate research. Author is able to clarify and interpret the

	CONSIDERATIONS FOR STRENGTHENING THE STUDY Y N Subheading, "Considerations for Strengthening the Study" provided for this section	SUMMARY AND CONCLUSION COMPONENT
		STANDARD
COMMENTS LVETTE THE CONTRACTOR	1 Barriers and limitations are partially accounted for in this section. Identification of what might be done differently is described, identifying some ways to adjust the study.	NEEDS IMPROVEMENT
960	2 Barriers and limitations are accounted for in this section. Identification of what might be done differently is described, identifying key ways to adjust the study.	MEETS EXPECTATIONS
15 (1025)0-	discussion of barriers and limitations is presented in this section. A comprehensive identification of what might be done differently is described.	EXCEEDS EXPECTATIONS

SUMMARY AND CONCLUSION - CONTINUED

	FINAL SUMMARY AND CONCLUSIONS	RECOMMENDATIONS FOR FUTURE RESEARCH AND NEXT STEPS Y N Subheading, "Recommendations for Future Research and Next Steps" is provided for this section	SUMMARY AND CONCLUSION COMPONENT
MULTICULTURAL COMPETENCIES IN RESPONSE TO ISSUES	SCHOOL COUNSELING STANDARD SECTION III PROFESSIONAL PRACTICE SCHOOL COUNSELING DIVERSITY AND ADVOCACY F.SKILLS/PRACTICES 1. DEMONSTRATES		STANDARD
COMMENTS	1 The final summary and conclusions were incomplete. Key findings and conclusions were not fully identified in the context of the purpose for the investigation.	1 Recommendations for future research related to the topic of investigation are minimally described. An incomplete discussion of next steps is presented. COMMENTS	NEEDS IMPROVEMENT
grad Sur	2 The final summary and conclusions highlighted the purpose, major findings, and conclusions for the investigation. Key findings and conclusions were identified in the context of the purpose for the investigation.	2 Recommendations for future research related to the topic of investigation are described. A discussion of next steps is presented which identifies a minimum of two action steps with a timeline.	MEETS EXPECTATIONS
Burener	conclusions highlighted the purpose, major findings, and conclusions for the investigation. Opportunities and barriers articulated. Key findings and conclusions were fully identified in the context of the purpose for the investigation.	future research related to the topic of investigation are described. A complete discussion of next steps is presented which identifies more than two action steps with a timeline.	EXCEEDS EXPECTATIONS

Excellent Project

SURROUNDING

DEVELOPMENT.	LEARNING AND	TERMS OF STUDENT	AND EXCELLENCE IN	DIVERSITY, EQUITY,
		VI.	Z	Υ,

And it will worked with the I was so happy to see that participate Jan (Ambinor & Picarinka / Starry Mun 12 Flotions a foodback The in your Capebra Dupon came to County of the South of the South of the South of the participation of the participation of the south of the participation of the south IN a tollar at the strict H CALL VOIC

Y N Citations are consistent and reflect APA format.		Y N Pages are numbered	Y IN Length is appropriate for this section (variable depending on project)	5	Y N Paper is double-spaced,	PROFESSIONAL AND TECHNICAL WRITING		SUMMARY AND CONCLUSION COMPONENT
								STANDARD
	COMMENTS	errors in text.	conciseness. Errors noted in grammar, spelling, and organization. APA style	structure is confusing; sentences lack clarity and	sections and paragraphs are limited. Sentence	consistently used in text. Transitions between	1 Headings and	NEEDS IMPROVEMENT
		that can be easily fixed.		Sentences are clearly written. Minor errors	sections and paragraphs provided in most cases.	evident where appropriate. Transitions between	2 Headings provided and	MEETS EXPECTATIONS
·	COARC	Almost no APA errors in	economical way. Free of errors in grammar, spelling, and organization.	clearly written to convey information in an	paragraphs evident. Sentences are concise and	logical way. Transitions between sections and	3 Headings provided and	EXCEEDS EXPECTATIONS